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Musket

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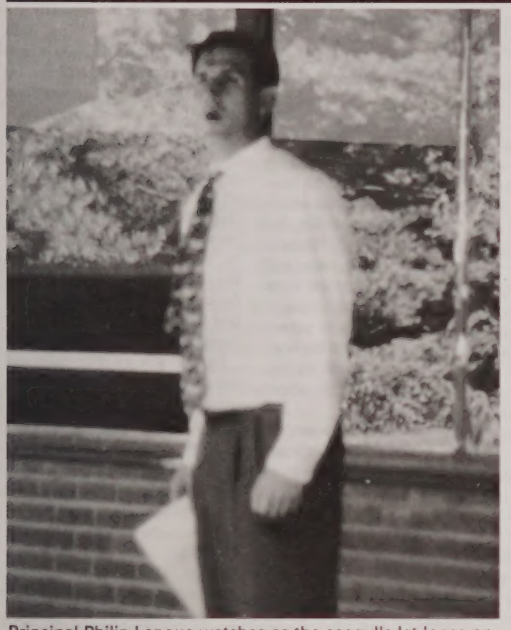

Principal Philip Lanoue watches as the seagulls let loose on unsuspecting students eating lunch.

-photo from **Musket** *file*

Lanoue Unveils Plans for Upcoming School Year

by Evan Harris

With a year as principal of Lexington High School under his belt and a summer of relative quiet to savor his first year and plan his next, Principal Philip Lanoue took time out from his demanding schedule to share his thoughts with Musket readers. While Lanoue expressed a certain sense of achievement about his first year at LHS, his outlook raised more questions than answers.

Given the tremendous diversity of issues he faced when he arrived in Lexington, Lanoue expressed satisfaction over what he considered to be his major accomplishments: communication with the staff, identification of the major issues, and the actual formulation of an action plan to deal with those issues.

"I think the biggest accomplishment was to get people to synthesize ideas from the Superintendent Advisory Board and a lot of other pieces, put it into some action plan, and then do it. The biggest piece is that over the last year we made a number of recommendations about graduation standards, or time in learning, and a whole host of other areas. We actually have an attendance officer, have changed roles for the assistant principals, and we actually put that all together and made it happen."

Despite Lanoue's enthusiastic response, he offered few specific details about the action plan.

When asked what disappointments or failures he would include in his self-evaluation of the first year, Lanoue reflected on the barriers imposed by the size of the campus and the physical separation of the buildings. He added that physical barriers also create communication barriers between various groups. "I think the way we are structured and the complexities of the school...make some things very difficult," stated Lanoue. He found the resulting communication challenges greater than he had anticipated. "I think the toughest thing in the first year was the communication, trying to network with people," offered Lanoue.

"We've made some gains. Have we found the utopia? No, not yet...there are some bigger issues than hours taught...We haven't rocked the boat."

-Principal Philip Lanoue

Lanoue also expressed disappointment at not being able to spend enough time in the classroom, observing and participating in the actual academic program last year. His responses seemed to indicate a strong desire to fully understand the workings of the LHS academic program, instead of administrating it from afar.

Looking ahead to the new school year, Lanoue described his current priorities. "One, obviously, is the new graduation standards for the class of 2000. We need to have heavy discussion on performance standards and curricular pieces for graduation. That's a real priority. And with that, how we design new programs and courses to meet our standards. Right behind that is how we use time. Where do we go next with our schedules, and what will that really look like; and from the state's perspective, where we are really going to be."

Regarding the state mandated 990 classroom hours per year and the upgraded graduation requirements set for the class of 2000, Lanoue admitted that LHS still has a long way to go to achieving success. He even expressed some doubt as to whether or not the 990 hour minimum could be achieved in time to meet the state's deadline.

A number of scheduling innovations have already been instituted for the 1996-1997 school year, such as the rotating seven-day schedule, including two days of 90-minute teaching blocks. Lanoue characterized the current efforts as "experimentation," with as much emphasis on improving the quality of the academic program as simply meeting a minimum time or class requirement. "We've made some gains. Have we found the utopia? No, not yet," confides Lanoue.

Lanoue will be meeting with state education officials early in the fall, and it would seem that his emphasis will be appropriately

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Schedule Receives Mixed Reviews

by Jon Amar and Michael O'Connor

Controversy surrounding the new schedule has overshadowed the excitement that a new school year usually brings. The experimental schedule, which uses a seven-day cycle, includes four approximately 90-minute blocks on days six and seven, instead of the traditional six hour-long blocks per day. X-block jumped from the last block on Wednesday to the first block on day five. Homeroom replaced the two announcement segments. While some contest that the innovative schedule will not work, others feel that it will benefit the Lexington High School community.

Some faculty members are having trouble adjusting to the new calendar. Band director Jeffrey Leonard believes that adapting to a new schedule will be an especially difficult task for veteran teachers. While everyone at LHS is accustomed to a Monday through Friday routine, teachers are particularly so. The introduction of 90-minute blocks has forced them to reconstruct lesson plans which they have used for many years.

Several students also oppose the schedule changes. Their arguments vary. For instance, some students prefer X-block at the conclusion of the day. During this time, they could have obtained help from a teacher, talked with friends, or started their homework early without having to come before school starts. In addition, they complained that 90 minutes are too long for them to stay focused. One student remarked, "I find that my attention falls apart after 50 or 60 minutes. It seemed as if in the last 20 minutes or so [of class], the teacher talked but nobody listened."

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Inside

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Ten things you could (or maybe should) be doing. *Page 4.*

WHAT NEEDS TO BE DONE
The response to the "freshmen beatdowns" is lacking. *Page 5.*

LHS VOLLEYBALL TEAM UNDEFEATED
The Minutemaids set, bump, and spike their way to a perfect record. *Page 7.*

"The walls of space and time are crumbling around me!" says Yearbook editor-in-chief Carl Tortola, as David Rosner looks on.

-photo by Dan Myung

Dan Myung has no idea that he, too, is on "Candid Camera."

-photo by Dave Lee

Lanoue's New Action Plan

LANOUE -- from p. 1

placed on stressing education quality, not quantity, standards. One challenge that Lanoue will surely encounter in the upcoming year will be the re-negotiation of teacher contracts with the teachers' union. When asked how easily he felt the negotiation would take place, given the increasing demands for teaching time, longer school hours, and the teachers' probable wage increase expectations, Lanoue expressed optimism by indicating that the teachers have been very cooperative and open-minded about formulating an education plan and seemed not to be overly focused on the issue of hours. But as Lanoue admitted, the official negotiation has not yet begun, and only time can tell what formal discussions will bring. "I think there are some bigger issues than hours taught, like the calendar of the school year. We haven't rocked the boat. We're still pretty much staying within our standards of the school day."

Given the obvious needs to upgrade and maintain our campus, invest in technology, and pay competitive teacher salaries, and the town of Lexington's growing opposition in Proposition 2 1/2 overrides, Lanoue feels that the citizens of Lexington would continue to support our public school system as they have in the past.

Lanoue also pointed out that in addition to the need for upgrades to the campus and the need to fund technology and salaries, we cannot overlook the necessity for additional space. "The high school population of 2000 is projected to exceed 2100 students, up from 1800," stated Lanoue, "and that will be another major challenge we must face." A space-efficiency study has already been approved, for which an architect or space planner has been hired. Hopefully, out of that study will come specific proposals on how to "best utilize the resources we have today and to accommodate future needs. We need to get the best bang for the buck with the resources we have."

Lanoue was quick to point out that "the town has not defeated an override yet and, given good solid information and proposals, will hopefully continue to support the schools as in the past."

Parking Bill Keeps Fairness in Allocation of Stickers

by Sarah Park

In an effort to obviate future parking problems for faculty and staff, Principal Lanoue passed a Senate-approved bill designed to fairly allocate parking spaces to faculty, staff, and students.

The parking bill states that the number of faculty and staff at LHS will equal the number of parking spaces reserved for them. The remaining parking spaces will be available for seniors only. Designated parking spaces will be clearly marked as faculty/staff or student. Seniors will get parking stickers by lottery. Juniors and sophomores will be able to park legally on Worthen Road and hence will not need parking stickers. Teachers will be able to park behind C house.

Currently, there are about 175 faculty spaces and 155 student spaces. Faculty parking lots include the area between DEF building and Waltham Street, and the spaces adjacent to G and J house. Students may park in the student parking lot, as well as in the few additional student parking spaces available along the back of the DEF faculty parking lot.

Last year, 225 parking stickers were issued to students. As a result, almost 70 students would have had to search for vacant faculty spaces on a given day. This year no more than 30 percent more stickers than spaces will be issued, so no more than 45 students with stickers will have to scrounge for a parking space each day. However, the parking policy seems to have problems. It seems be unenforced, since Alliance Security no longer patrols the campus. Also, statistics seem to show that student parking problems will occur. Last year 400 parking stickers were issued to faculty and staff. Included under staff are student teachers, food service staff, librarians, certain PTA members, and teachers who do not teach LHS students. Of the 400 stickers, approximately 220 were issued to people who needed parking spaces on a daily basis. Last year, at least 225 students needed parking spaces. If there is the same number of drivers as last year, approximately 115 drivers will need to find parking spaces along Worthen Road or around Park Street.

Jesse Herman and his guide Jeremy enjoy the sights at the Forbidden Palace in Beijing, China.

-photo courtesy of Jesse Herman

News Briefs

NATIONAL MERIT SCHOLARSHIP SEMI-FINALISTS NAMED

Thirteen LHS seniors were recently named semifinalists in the scholarship competition sponsored by the National Merit Scholaship Corporation. Congratulations to this year's National Merit Scholarship Semifinalists: Jessica Carlisle, Christine Chiou, Andrew Garland, Geddes Golay, Jakob Kissel, Peter Litwack, Andrew Rabkin, Eric Rosenbaum, Mike Sackton, Tim Sackton, Carey Schwaber, David Schwartz, and Amy Seaquist. These students were selected, along with 15,000 students nationwide, from the 1.1 million students who took the PSAT/NMSQT in October of 1995. The highest scorers qualify as semifinalists, representing about one-half percent of the country's graduating senior class.

Congratulations also to Paul Thordarson, who was named a semifinalist in the 1997 Achievement Scholarship Competition.

AUDITORIUM TO HONOR FORMER MUSIC DIRECTOR

On November 9, the LHS auditorium will be named for former LHS music director Don Gillespie. Current music director Jeffrey Leonard is organizing a fund-raiser for a plaque that will hang outside the auditorium. Gillespie retired from LHS in 1983 after 50 years of teaching music in Lexington. Leonard credits Gillespie for the strength of the music program at LHS.

Having trouble with writing? Come to the **Writing Workshop**!

The Writing Workshop is located in the student library, in the room behind the copy machine.

LHS Students Attend Kerry/Weld Forum

by Andrew Rabkin

Five LHS seniors recently attended a forum with senatorial candidates John Kerry and William Weld at the World Trade Center in Boston.

Crystal Cordell, Nate Jaffe, Rochelle Mackey, Dan McFadden, and Andrew Rabkin, all seniors, represented LHS at the event, which was attended by approximately 400 students from around Massachusetts. The forum was a question-and-answer style debate, with the candidates fielding questions from the audience.

The Kerry/Weld forum was hosted by the Community Newspaper Company, publisher of *The Lexington Minuteman* as well as other local papers in the Boston area, MTV, and Time-Warner Cable.

Both candidates arrived looking more casual than at their other debates, although Weld was slightly more formal, with a shirt and jacket. Both had their usual immaculate hair and permanent smiles.

Questions ranged from topics on education to abortion, though a slight bias toward questions about education seemed to be present. The candidates' answers to the questions remained similar in content to their answers in previous debates, with no marked differences.

An electronic exit poll revealed that 62 percent of the attendants would vote for Kerry, 26 percent for Weld, with 10 percent undecided. Unfortunately for the candidates, most of the attendants are too young to vote.

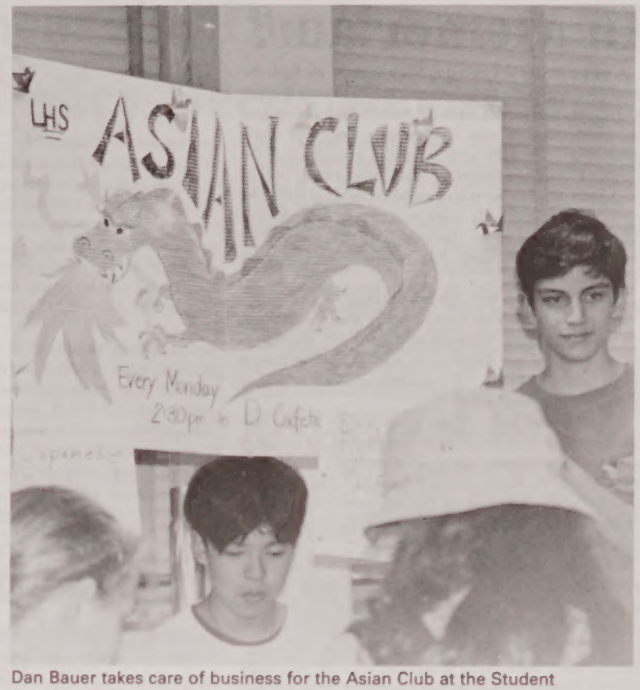
Mackey said, "I thought it was an interesting experience, because of the way that at first the candidates tried to avoid the question, but as they got going they really started trying to attack each other verbally, and their answers became more pointed." Mackey also said that despite her concerns that the forum would be "skeezy, because of the whole MTV thing. But it was relatively well-run. The reception afterwards was a nice touch."

Mackey, McFadden, and Jaffe were interviewed by a Finnish newspaper from Helsinki. McFadden and other Republicans were in high demand for interviewing because of the shortage of Weld supporters in the group.

"I don't think that there is any particular advantage to it being a youth forum," said Rabkin. "The questions were pretty much the same as you'd find in a normal debate, and the answers were the same, too. There might have been a slight bias toward education, but I think that was because the questions were filtered by the CNC, not because of any inherent interest in education in the audience."

Mackey also noted that she was "shocked and dismayed and utterly bummed" when another audience member asked the same question as she had wanted to ask. But Mackey did says that the World Trade Center was "really nice," although it was tempered by the candidates acting like "true politicians" and "playing to the crowd or evading questions."

All attendees to the forum received a bag of "commemorative gifts," which included a CNC mousepad, an MTV "Rock the Vote" t-shirt, a bottle of Barq's Root Beer, and advertisements for Time Warner Cable and perfume. Commenting on the last item, Mackey said, "They must have thought we smelled bad or something."



Dan Bauer takes care of business for the Asian Club at the Student Activities Fair.

-photo by Dan Myung

Activities Fair Marks Advent of New Season

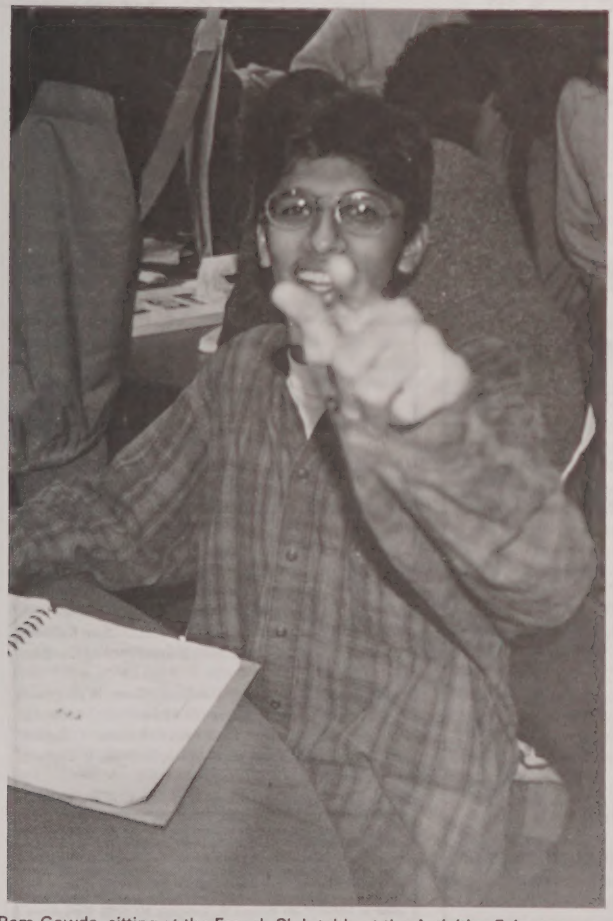
by Dan McFadden

Once again, it's that time of year when leaves change their colors, temperatures drop, and underclassmen trundle down the hallways of LHS to that bastion of autumn, the activities fair. Attended predominantly by freshmen and sophomores, the fair marked the emergence of several new organizations, like the Classic Films Club, and the reestablishment (under new leadership) of numerous older clubs.

Current BiGLASS president Nader Hassan reported that many people "seemed interested," and that he was happy to see a "diverse group of clubs available to meet and expand the interests of the students." Both Hassan and Katherine Manz, coordinator of the Classic Films Club, expect a boost in membership as a result of the fair. Despite the chaotic atmosphere, Manz believes that she managed to convince up to a dozen people to become new members, although she expressed wariness of the "infamous false sign-ups."

In general, those underclassmen who attended found "a good selection of different groups," although some sophomores complained that J-Cafeteria was more cramped and inconvenient than the previously utilized field house.

If you missed the fair, but would like to join a club, see pages 28-29 in the 1996-1997 LHS Student/Parent handbook for a listing of all the clubs and their faculty advisors.



Ram Gowda, sitting at the French Club table at the Activities Fair, stops to chat: "If you take my picture I'll rip out your kidneys!"

-photo by Dan Myung

Statistics Course Adds Variance to Math Dept.

by Dan Shiau

All those people out there who lament that the math courses available at LHS are not relevant to the "real world" now have a new option. This year, LHS is offering a new course in statistics, taught by Mr. Saleh Rahman. The course deals with the drawing of conclusions from data analysis. Its primary purpose is to prepare students for the new Statistics Advanced Placement examination. As this is the first year the AP Board has offered this exam, everyone is somewhat uncertain as to what exam will cover. Mr. Rahman, however, plans to work his two classes of 15 students "steadily and hard" in order to be fully prepared for the AP in May. Indeed, the class has taken up a swift pace right from the very beginning. Senior Aaron Adler commented that if the class continued on its current pace, it would finish the Statistics textbook well before May.

With a deep background in statistics, Mr. Rahman is more than qualified to be teaching the course. He has done graduate work in statistics and has worked as a statistician for the United States Army for the past four or five years. Mr. Rahman hopes to draw on his knowledge as well as information from other books to keep the class well-informed. Finally, Mr. Rahman hopes that each of his students will have a chance to perform extensive independent research in statistics before the end of the year.

The two classes are currently involved in a polling project, in which elementary, middle and high school students are asked about their choice for President and their pick of Massachusetts Senator. The statistics classes will then analyze the information, classified according to gender, age, and reason for vote, in an attempt to simulate and predict the real election results.

Because the two statistics classes are composed primarily of seniors who have taken or are currently taking AB or BC Calculus, Mr. Rahman is very optimistic about the coming year. With many goals and plans in mind, Mr. Rahman offers high praise for the statistics students. It is his hope that future years will yield the same bright crop of students, as he is also looking forward to teaching the exciting new class for years to come.

In Memoriam?

A visitor arrives at Lexington High School. He finds the front door, enters the main hall, and begins to walk through it. His eyes are drawn first to the Athletic Hall of Fame, to the wood-and-glass case that encloses stories of sports heroes past. Then his eyes glance at another case, the Carolyn E. McCabe Memorial Scholarship award, with its brass and black-lacquer plaque mounted securely in its new cabinet. Moving quickly to the next case as he walks further down the hall, he sees the art display case followed by the sports and debate case. Finally he sees another sports scholarship.

There's a problem with this story, though.

It is not so much what the visitor saw that is important, but what he missed. Between all those fancy wood-and-glass cases hang two simple brass plaques, each of them a list of names of former LHS students--students who died during the two world wars.

If, despite their lack of fancy cases or eye-catching colors, the visitor were to see these two plaques, he probably would start wondering about what the LHS community truly valued. He would wonder if our sense of morality had gone so far askew that we felt that one year's "Best Female Athlete" should command as much respect as those who gave their lives to protect our freedom.

If he took a moment to look around the hallway again, he would wonder why the LHS Athletic Department has two large display cases yet still chose to place the McCabe scholarship next to the war memorials. He might wonder why the scholarship plaques, with their bright black-and-gold on wood, were placed so that they drew the eyes away from the humble brass of the war memorials. If he watched the students and staff for a moment, he might marvel at the hundreds of members of the LHS community who walk by the war memorials every day of every year, without even noticing them, let alone stopping to read them.

Perhaps the visitor would walk upstairs, down the hallway that leads through G and H houses. Maybe, if he had especially sharp eyes, he would notice the words, "War Memorial Library," over a set of otherwise unmarked doors. Taking a moment of repose, he might step in and glance around. There, under the gilded words—"Dedicated to those who served in the armed forces of their country, 1941-1945" and "In loving memory of those who gave their lives"—he might wonder why this "War Memorial Library" has become just another computer lab, with computers humming to themselves in silent testimonial to the values of LHS.

Take a moment to think about this visitor's trip to LHS. Are we sending the message that we ought to be sending?

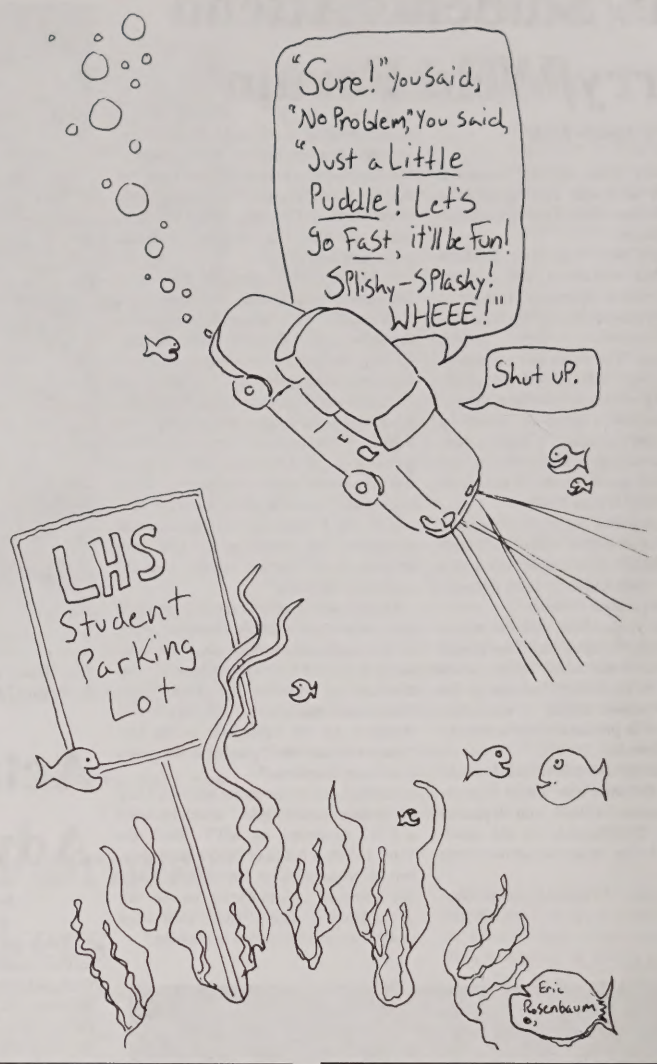
The skewed values that we seem to be presenting go deeper than the visitor could see in his brief time at LHS. Because they are scholarships, the two athletic memorials are remembered every year. Every year there is a student at LHS who receives the Carolyn E. McCabe Memorial Scholarship. Every year, for a time, Carolyn E. McCabe's name is once again remembered.

This is not so for the names on the war memorials. There is no scholarship, no essay contest to commemorate those who served. There is not even a simple ceremony, not even a reading of the names. Surely we could have some way of honoring these former students: perhaps we do not have the money for a scholarship, but we certainly have the soul and talent for an essay contest or the respect for a ceremony. Something as simple as reading the names on those plaques at each year's graduation ceremony would go a long way toward placing our values back where they belong: that today we can graduate in a country of peace and freedom is due in no small part to the sacrifices of those who never made it to their own graduations.

The plans for the renovation of LHS will soon be made. This is our chance to correct our current mistakes. LHS needs to remember all those who died while students. But is it right for us to equate a life ended by accident with lives that were lost defending our country, our rights, and perhaps our very lives?

For their memory, and perhaps for ours as well, Lexington High School should be a school where all those to be remembered can receive their just and due respect, not a school where the very placement of our memorials is an act of impropriety. Lexington High School has the opportunity to give all those to be remembered their just and due respect. We should not allow this chance to pass by in vain.

-Andrew Rabkin


"Sure!" You said,
"No Problem," You said,
"Just a Little Puddle! Let's Go Fast, it'll be Fun! Splishy-Splashy! WHEEE!"
Shut up.
LHS Student Parking Lot
Eric Rosenbaum

Top 10 Things to Do in Your New, Longer Free Blocks

10. Paint the town red.

9. Play SNAKE on your TI-82 until you pass out.

8. Learn to bend spoons with your mind.

7. Leave the state.

6. Pretend you're on the Bloodhound Gang and team up with Officer Ham for some crime bustin'.

5. Go into an empty classroom. Look at the perfboard ceiling. Now connect the dots--all 9,674,021,139 of them.

4. Sleep.

3. Find Waldo.

2. Seek out new life and new civilizations.

1. Watch re-runs of the "Dukes of Hazard" on the T.V. in the Writing Workshop room.

Musket

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Cartoonists....Eric Rosenbaum

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Response System? Library's "Don't Ask, Don't Buy" Purchase Policy Needs Revision

Each year, the LHS student library receives about $5000 to buy new books. However, the library's collection never seems to expand. Progress has been made in the periodical purchasing process; the focus now needs to be on purchasing books.

Even with such a large budget, the library's stacks remain woefully barren and outdated. Books on some fields, notably philosophy and theology, are virtually non-existent. Despite enormous strides made in science, important new books on population theory, physics, mathematics, and chemistry are nowhere to be found. While these fields remain neglected, LHS has pumped money into the library's computer system: in the last year, twenty-six new computers were purchased, and the library's access to internet resources was significant increased. The shortage of books on certain subjects is the result of the library's archaic response-based purchasing system; the inappropriate focus on library technology results from poor prioritization.

The LHS student library purchase policy is based primarily on teacher-student feedback. A new book is bought only after a request is submitted by either a faculty member or a student. Books are bought twice a year in "bursts": once in the spring and once in the summer. Unfortunately, this process creates much of the imbalance within the library. Some departments will always request more books than others, although more books may be needed in the department that neglects the request process. The Science Department does not request many books simply because science classes rarely use the library. However, individual students working on independent research projects still need books on the latest scientific advances. The library's books on politics, international relation, and history are frequently over twenty or thirty years old. It is virtually impossible for a student to write an objective paper on communism or the life of Lenin if his only text-based resource is a book from the McCarthy era. Similarly, no student can write a decent paper on the situation in Kashmir when the school library's only book on that topic was published in 1966.

A major downfall of the current purchasing system is that most students do not bother to order the books that they need, simply because they cannot wait for those books to be ordered and shipped. It is simpler for students to walk away from the library and turn somewhere else. This problem is compounded by the library's policy of ordering in bursts. Freezing the budget in between the two "bursts" makes sense for purchases like paper clips and textbooks, as the demand for these items can be easily predicted. However, it cannot be applied to the ordering of books. Research, unlike the purchase of new books, is not done in only two "bursts" each year. The result of the policy is clear: an inadequate supply of books throughout the year.

The library's focus on computers and the internet also warrants serious review. Even if it was once technologically backwards, the library is no longer in such a position. The library is overflowing with more computers than students can productively use. These computers often go unused. New computers are fun, but they are not necessary. Despite this, the school continues to focus on purchasing new technology rather than new books. Internet access is no substitute for text resources. Most academic pages, be they on literary criticism, political movements, or molecular biology, are content-deprived. Websites often exist more as presences for organizations or corporations rather than as providers of information and useful information. Students quite often assume that the posting of a paper on the internet means that it is valid; unfortunately, this is not so. Even if an article is cited on the internet, it is the responsibility of the researcher to verify that the article exists in the print copy of the magazine or book from which it came. The internet is not a substitute for print-based research, but simply a tool which helps in finding where to research. Students need current books, not just internet access.

The library's problems can be easily solved by moving beyond the request / response system and by reforming the allocation and management of library funds. If librarians were to systematically assess the quality of each section of the stacks and determining the strengths and weaknesses of the school's book collection, appropriate new books could be ordered. Moreover, books should be ordered throughout the year. Students have a right for the student library to be well-stocked. Goods books are the muscles and bones of any academic library, and the student library's poor attention to this necessary prerequisite is inexcusable.

-Anagha Nadkarni

Administration's Adherence to Values Held in Question

Recent events seem to challenge Lexington High School's commitment to maintaining itself as a "humane institution," as defined on page 83 of the LHS Student / Parent Handbook: "All acts and threats of physical violence are inconsistent with the maintenance of the humane institution and are prohibited." But is our school really upholding this principle?

Within the past few weeks, there have been a number of "freshmen beatdowns," in which upperclassmen physically attacked younger students. The students involved in these assaults are not limited to any particular group. These incidents have gone relatively unnoticed by student body and faculty alike, partly because little effort has been expended by the administration to inform the LHS community.

What responsibilities does the school have to its students? Certainly it bears the basic responsibility of guaranteeing their safety during their time at LHS. However, it does not seem that the responsibility to protect is best upheld through a reluctance to communicate. The Student / Parent Handbook lists the "Lexington Public Schools Core Values." One of these core values, "Shared Responsibility," states that "parents, teachers, and administrators should communicate openly and honestly so that children can benefit from the partnerships that will evolve when the defensiveness that sometimes hampers relationships can be confronted and overcome."

When the administration fails to take action, it harms the LHS community, not only those directly affected by the beatdowns. If students are not guaranteed basic physical safety, what is lost first is the "humane institution" which the Handbook promises. Without a sense of comfort, the learning environment is seriously harmed, and all of LHS suffers.

The administration has tried to define this issue in such a way that it would not be a school-wide issue, but it is this definition which is most harmful. Freshmen beatdowns, as any acts of physical violence at LHS, have effects which reach far beyond those who are involved in the violence. For an administration which has espoused respect, spirit, and learning, our administration seems to be sending mixed messages with its handling of the freshman beatdowns. If the beatdowns involve upperclassmen assaulting freshmen, as they do, then the issue is clearly a school-wide one. These assaults have not been targeted toward specific students, but rather against "a freshman" chosen simply because of the class he is in. This is random violence, not a concerted effort to attack individuals. The only thing that unites these attacks is that they have been upperclassmen attacking younger students. This is precisely why the issue affects the entire school.

What needs to be done? The administration must communicate, "openly and honestly," with the entire LHS community: students, faculty, and parents. Moreover, the administration must act quickly and harshly when it deals with students who attack other students. This is not cutting class or leaving trash on the floor—this is physical assault. Freshmen beatdowns are not the issue over which the administration should be adopting a more lenient attitude. If the principal can give a 10-day suspension, then he should. At the very least, those students who attack other students should receive this maximum suspension. They should also be prohibited from participating in any extracurricular activity, be it sports, drama, or some other extracurricular, for at least one season.

Hazing and assault are not only against school rules, but against the law. The parents of students who have been assaulted have chosen not to press charges, but they have the legal right to do so. The principal also has the legal right, under Massachusetts law, to expel any student who assaults another. In fact, state law obligates the school to report assault and hazing to the police. These facts need to be made very clear to all students at LHS: physical assault is a crime in every sense of the word, and ought not to be tolerated at this school or any school.

The administration has had ample chance to alert the LHS community about the hazing / assault situation. There have been many class assemblies, morning announcements, homerooms, and faculty meetings since the assaults occurred. But the administration has declined to use any of these opportunities to inform the LHS community. Most students do not even know that there have been incidents of hazing at LHS, and the faculty—those who are obligated to provide for the safety of the students—are equally unaware. Where is the "open and honest" communication that the Handbook promises?

The Handbook reads, in part, "The school should also promote social, ethical, and emotional development . . . and a commitment to physical well-being . . . . The school, itself a community, should create its own identity and foster a commitment to its goals. Students learn from staff, from other adults, and from each other . . . . The Lexington Public Schools strive to provide all students with a quality education in a safe school environment."

Many of the students who attacked other students were not aware of the seriousness of their actions, or the consequences. Everyone should know about the hazing and assault which goes on at LHS, for the preservation of the "safe school environment" is the responsibility of the *entire* community.

Such unsigned editorials reflect the general opinions of the Musket *editorial board.*

Dave and Dave

Greetings to all of you out there in Reader-Land. I'm Dave, and I'm Dave. We're a pair of dapper seniors with far too little time on our hands and far too much caffeine in our blood. We enjoy all of the benefits of seniorhood: fast women and faster cars. And we have a few things to say.

That big metal thing by the Student Parking Lot: why? Let's investigate the benefits of the aluminum-sided icosahedron for a moment. Aside from the obvious, it also serves a vital function as a landmark, guiding the unenlightened toward the nirvana of the Student Parking Lot.

Imagine this: an explorer, lost in the deep snows of mid-winter, battling fierce women and fiercer cars. After weeks of laborious searching, with his precious supply of Slim Jims and Tang slowly dwindling to nothing, he crawls, painstakingly, over the crest of a hill. His eyes, frozen half-shut against the biting wind, dimly make out a form in the distance. Is it Otis Spunkmeyer? Is it Christine Chiou, lost on her way to Analytical Physics?

No! It is the icosahedron, standing bold and beautiful, young and restless, as the world turns, general hospital. Like the Colossus of Rhodes, the icosahedron beckons the explorer forward, with promises of '82 Tercels, '79 Mustangs, champagne wishes and caviar dreams. With renewed strength and undampened enthusiasm, the explorer presses onward, knowing that the delectable smells of Marriott chili and the warm embrace of Mr. Dulong await him at the doors of H-Caf.

Now, let's visit the mail room (deliver all letters to stall three of the downstairs boys' bathroom in J-House, or if you really want a response, to the non-existent *Musket* box in the non-existent Student Activities Center). A concerned and dapper reader (whose name will not be mentioned here; suffice it to say, he is Eric R., or if you prefer, E. Rosenbaum) sent us the following contribution:

"Dear Dave and Dave: What is a good senior quote? And also, who shot the sheriff?"

Well, we'll let the Love Doctor (otherwise known as Eric R., or if you prefer, E. Rosenbaum) field this question. His infinitely suave response: "I love the sexy slither of a lady snake."

Thank you, Love Doctor. We now turn to the esteemed LHS faculty for some wisdom. In the immortal words of Mrs. Maier, "Blup blup, blup blup." Or, for an alternate view on the same subject, Dr. Fiveash points out that "I used to be into rayon short skirts, but now I just like a black silk cocktail dress and a string of pearls." In response to your second question, E.R., I shot the sheriff. But I did not shoot no deputy. No, no.

-Dave and Dave

Time for a New Schedule...

SCHEDULE -- from page 1

While the arguments stated above are legitimate, they do not necessarily outweigh the benefits of the new schedule. The issues of morning X-block and longer periods will likely reward students and teachers in the future as the LHS community learns to use those periods more effectively.

Morning X-block provides students with the option of sleeping an extra hour, a luxury most LHS students desperately need. Also, students can still talk with friends and obtain help from teachers during X-block. Morning X-block and last period X-block are identical except for their placement in the schedule.

Ninety-minute blocks are also beneficial to the ambiance of LHS. They are favorable for many reasons. Because there are fewer blocks per day, students have fewer classes to prepare for. Consequently, the stress level of the day is reduced, so students would be able to learn more. Ninety-minute blocks diminish the strain that last year's schedule imposed on the students. Longer blocks also allow teachers to apply different teaching methods. In 55-minute periods, teachers tend to use only one teaching method. In 90-minute periods, however, teachers can divide class time in half. For example, during the first 45 minutes of class a teacher can lecture, and during the next 45 minutes, the students can discuss the lectured material in small groups. If all teachers followed this method, it would be almost impossible for students to fall asleep during class. Students would need to pay attention to the lecture to be able to participate in the group. Finally, 90-minute blocks can reduce the amount of home-work from what is normally assigned daily. During weeks in which both days six and seven meet, some classes may meet only three times. These weeks give students the ability to distribute their homework effectively because the students do not need to prepare for class everyday.

Homeroom is another asset of the new schedule. It is a more efficient method of communication than last year's homeroom mail boxes were. It also provides a short, but useful break on day one of each cycle.

While some students and teachers currently criticize the schedule changes, many believe that they will become accustomed to the changes.

Eli Blatt chuckles as he vividly relives the season premiere of "The X-Files."

-photo by Keegan Uhl

Student ID's Beneficial to LHS Community

by Celeste Roberts and Sarah Park

For the first time in about five years, Lexington High School students will receive photo ID's. The implementation of this program will benefit both the school administration and the student body.

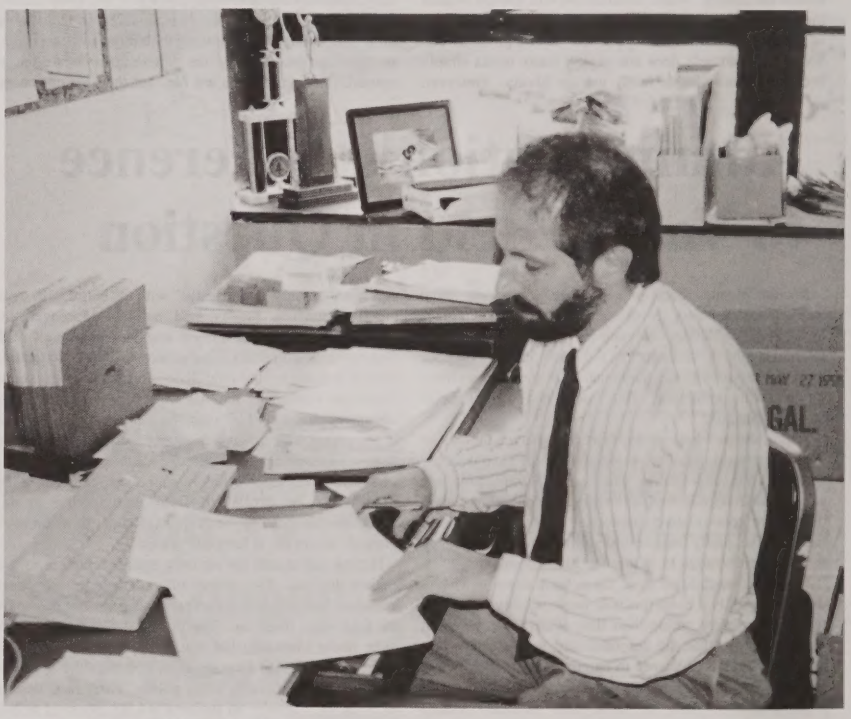
The benefit of the ID's is that students will now have an official form of identification other than a driver's license. In the past, students who did not have a driver's license had to fill out forms and get counselor approval before they could take standardized tests, such as the SAT. Now, students can simply show their photo ID's to the proctor to be admitted.

Some stores in the center may also give discounts to students with LHS student ID's. Via Lago, a gourmet foods shop in the heart of Lexington center, has had a discount policy for LHS students in the past. Owner Alan Jick recently reinstated the policy because of the return of the student ID's. Students with a valid LHS photo ID will now receive a 10 percent discount on all purchases.

Mixed responses met the student ID's, however. Assistant Principal of Student Affairs Arthur Dulong commented, "There aren't that many administrative benefits [to having ID's]. We didn't ask for them. Students have been asking for them because they can get discounts in the center with a student ID. However, the ID's can help [administrators] identify students because along with being able to check cards, we now have a disk that we can use to look students up."

The credit-card sized ID cards will also be coded for use in the library. Students are supposed to use their own library cards to check out books. Although the logic of this policy is sound, many students borrow friends' cards. Librarians could crack down on the illicit practice because the photos make it easier to detect when a student is borrowing someone else's card. Martha Stanton, Coordinator of Libraries and Information Technologies, commented, "The librarians generally try to know who students are, but the pictures [on the student ID's] will make it easier to recognize if a kid is borrowing another student's card."

As Principal Philip Lanoue pointed out during the mandatory junior assembly, "You won't have to wear the ID's around your neck." Many students find ID cards beneficial, despite an initial wariness. Junior Jeannie Richardson remarked, "I could have used the picture ID when I was applying for a job. [The employers] asked for an ID, so I had to go home and get my permit." Junior Ram Gowda added, "It's about time we got a picture ID—something we can use everywhere, and it has the added bonus of getting student discounts!"



Mr. Gary Simon, math teacher and Coordinator of Educational Technology, works diligently despite the presence of the camera.

-photo by Jay Premack

Count on Some New Faces in the Math Department

by Jessica Kaplan and Caitlin Rollins

There are three new teachers in the math department this year: Esther Chan, Ritzy McCarthy, and Gary Simon.

Esther Chan began searching for teaching positions in the Boston area after becoming engaged to a man who lives here. Before teaching at Lexington High School, Chan taught outside of San Jose, California, at Mission High School. She looks forward to working with the technology Lexington offers. After her marriage in July, Chan hopes to have enough time to bike ride and play guitar with her new husband.

Ritzy McCarthy moved to America from Cuba as a junior in high school. She finished her schooling in America and has taught math at college and high school levels since then. Her credentials include teaching at Northwestern University, Northeastern University in Illinois, and most recently, at Brookline High School. The Lexington school system strongly appealed to McCarthy due to Superintendent Jeffrey Young's philosophy of core values. She agrees with his ideas about encouraging the family and community to educate the younger generation, not just the school teachers. While she is not teaching or correcting papers, McCarthy enjoys sailing, golfing, and photography.

Gary Simon was attracted to Lexington because his position here offers more interaction with the students than his previous jobs at Cambridge Rindge and Latin and Lincoln-Sudbury High School allowed him. While in Lexington, Simon serves as the coordinator of education technology for grades 6-12. He hopes to bring more technology to both the students and the faculty. Simon lives in Lexington himself and passes his time playing basketball, running cross-country, skiing, hiking, and spending time with his family.

The *Musket* welcomes these new members to the LHS community.

Junior Amber Moore goes in for the kill, as Lexington puts away another opponent.

-photo by Dan Myung

Volleyball Bumps Off Opponents

by Tanaz Sharifnia

If the Lexington volleyball team wasn't supposed to do well this season, someone surely didn't give them this message. The volleyball team, along with field hockey, has been the brightest surprise this season, taking the North Shore League by storm enroute to an undefeated 11-0 record.

Lexington has completely dominated in its matches, winning most 2-0. After losing all of their starters from last season, the Minutemaids have regrouped with some experienced seniors, including Lindsay Bonner and co-captains Julie Lum and Emily Sterzin. Macedonian transfer student Zorica Grceva has also been a huge addition to Coach Jane Bergin's team. The team's success has been the result of an all-around improved game, from hitting to serving to blocking.

"We're playing the most consistent volleyball I've ever seen them play," said Coach Bergin. "Volleyball has been fun again."

Lexington started their roll with a preseason win over Dracut, last year's North Sectional champions and state semifinalists. Victories also have come over some of the toughest teams in the league, such as Masconomet, Hamilton-Wenham, and Stoneham. The latter was supposed to be one of the top teams in the league—until they met the Minutemaids.

"We're still the underdogs," said Bergin. "We knew we would be competitive in our matches, but now other teams know too. This is a big step in elevating Lexington volleyball to the next level."

The Minutemaids still have a tough road ahead, with matches against North Reading and rematches against Stoneham and Hamilton-Wenham upcoming. Also, with the tallest player on the team standing at 5'8", the Minutemaids will be at a disadvantage when tournament time rolls around. However, Lexington has already beaten the best. Although the win over Dracut didn't count in the standings, it proved that the Minutemaids will be able to compete with the top teams in the state.

"People still don't expect us to be competitive against the stronger teams," said Sterzin. "Teams didn't take us seriously before, but now they do."

Now, not only is every team in the North Shore League paying attention, but everyone in the rest of Massachusetts is as well.

Field Hockey Aims for Middlesex League Title

by Ben Hart and David Ly

Not much was expected from a field hockey team that lost all of its starters a year ago, but the Minutemaids are right on the heels of power Watertown for the League title. The team has rolled to a 10-1-3 record, a mark identical to last year's tournament semi-finalists.

"It's a pleasant surprise," said Coach Sandy Curt. "We didn't expect to be doing this well after losing all our starters from last year, but the girls have worked hard together and it's paying off."

Lexington's only loss came to the Red Raiders in a close 1-0 game. Since then, the Minutemaids have run off to an 8-0-2 winning streak, culminating in an emotional 3-3 tie in the rematch against Watertown that has been the only blemish on the Red Raiders' schedule. The Minutemaids have shown they can play with the best, beating teams like Woburn, which knocked Lexington out of the tournament last year.

"We definitely have the confidence, and our record proves that," said Curt. "All we lack is experience, and everyone is gaining more and more each game."

The Minutemaids have been strong all year. Offensively, the 'Maids are led by juniors Alicia Cabrera, who is third in the league in scoring with 10 goals, and Christina Orf, who has 5. Senior co-captain Kyoko Yamamoto has done a good job in the net, and the rest of the varsity squad has provided key support in leading Lexington to its great start.

Soccer Teams Shoot for Improvement

by Becky Ticotsky and David Ly

With first year head coach Kelly Ohanian, talented players, and a new attitude, the girls' soccer team is no longer a guaranteed win on the schedule of the big guns in the Middlesex League.

Lexington is keeping scores close. Its overall record of 2-5-5 is impressive considering that the Minutemaids have played Winchester, last year's state champs, twice and Belmont, a team that was in the Final Four of the state tournament

Both Lexington wins have come against Watertown, and they came from behind to tie Reading and Stoneham. The team consistently plays hard, and after a tought loss to Belmont, Ohanian was pleased that her team had not surrendered. "We didn't give up. We fought right to the end."

In addition to their determination, the Minutemaids have a skilled roster. Goalkeeper Andrea Pawliczek has frustrated opponents by making diving saves at crucial moments in the game. Pawliczek stopped 18 shots in the Belmont game and 17 in the opening day scoreless tie with Wakefield.

Lexington's solid defense is anchored by sweeper Alice Lin and fullbacks Michelle Muccioli and Sarah Dailey. The team's unrelenting defensive pressure forces opponents into taking awkward shots.

The offense is lead by Leslie King, Edmonston, freshmen Kristen Lager, Miriam Godfrey, and Jenny Friedson. "The freshmen have stepped in very well," Ohanian said. "[They] stepped right up to the varsity level."

Lexington boys' soccer coach Bob Hartshorn finally got his 200th victory. He also got his 201st, but that's been it for the Minutemen, as their record stands at 2-5-4. After a rough start, the Minutemen are aiming for improvement and solid play in the second half of the season.

Goals have been harder to find than Mr. Lanoue's twin this year, and after nine games Lexington had only scored one goal. That goal was memorable, however, as it capped a 1-0 win that gave Hartshorn his 200th victory.

After dropping their next eight, the Minutemen have been showing improvement, and the outlook is favorable. In a tie against Wakefield, Lexington broke out with three goals, two by junior Ethan Fried.

"There were lots of emotions going through in this [Wakefield] game, and I think there were a lot of positives," said Hartshorn. "We're starting to play much better as a team, and that's basically our goal for the rest of the season."

September 14-15, 1996--Senior Will Ronco runs towards a terrific 47th place finish at the World Duathalon in Italy. Ronco finished third on team U.S.A. in the international event, which consists of a 40K biking trek and two running events totalling 15K.

-photo courtesy of Mrs. Ronco

September 23, 1996--Senior Mike Sperandio escapes the Concord-Carlisle defenders in the Minutemen's opening game win, which marked Coach Tighe's 200th career win.

-photo courtesy of Ann Ringwood, **Lexington Minuteman**

Tighe Gets 200th...and Some More

by Alex Sherman

Two hundred wins is a milestone that very few coaches achieve.

Bill Tighe joined the elite 200 win club, as Lexington held on to a 14-7 victory over a tough Concord-Carlisle team in their first game. In the next two games, however, the Minutemen lost hard-fought battles to Wakefield and Winchester by the same score.

"This is a great feeling, not only for myself, but for the kids. This is the culmination of all the great teams that I've had over the years. It's a reflection on all of the wonderful kids that I've coached in the past. I have had a lot of help along the way, and I'd like to think of this as a thank you."

Lexington controlled Concord-Carlisle for almost the entire game, but the Patriots got on the board first, scoring on a two yard touchdown run. After that, it was all Lexington. After a beautiful kick-off return by sophomore sensation Tom Bellini in the second quarter, senior Erik Foley faked the hand-off to Jeff McGaughran on a fourth and inches. He ran down the sidelines for 32 yards, and two plays later, it was 7-7 as McGaughran powered it in from the three. Foley ended the game with 71 yards rushing, while McGaughran had a stellar day averaging nearly 6.5 yards per carry and 127 total.

The defense stopped the Patriots from capitalizing on three Minutemen fumbles, intercepting two passes of their own. Jason Solomon and Blaine McGivern each recorded 1 1/2 sacks, including back to back ones late in the fourth quarter that ended any Concord-Carlisle hopes.

The Minutemen were not able to keep the momentum, however, as they could not hold off a Wakefield team considered to be one of the best in the division.

"We played very well against Wakefield," commented Coach Tighe. "Our defense was super and we kept the pressure on them all night. We were able to move the ball on offense better than any team has in the past year. In the end, we came up a little short. But we'll have other chances."

Lexington lost another close game to Winchester, but Tighe added, "I have a great group of kids. We are not expected to win it all this year, [but] I do think we will have a winning team this year. If that happens, then who knows?"

The winning continued in the Minutemen's last game, a 34-12 thrashing of Watertown. If this solid play lasts, the Minuteman will be giving Coach Tighe many more wins to add to his illustrious career.

Sports in Brief

Junior Varsity

After beating a powerhouse team from Winchester, the boys' soccer team, led by captains Michael Harrington and Michael Carlson, are currently second in the league...Jane Shapiro and soph Stephany Collamore have scored seven and five goals, respectively, while solid freshman goalie Katie Smith helped to lead the girls' soccer team to a 7-4-1 record...Sophs David Santo and Terrell Taylor played well on J.V. football, although the team remains winless at 0-2...Captains Sarah Raeburin and Rachel Roditi led the volleyball team to a 7-4 record.

Frosh

The Minuteman have stormed out an impressive 2-0 record in football, led by Frank Josie, Dan Joyner, Bobby Herman, and quarterbacks Neal Foley and Brendon Sullivan...Led by Marita Agnes, Suzanne Levy, Kate Walsh and Rebecca Carbone, the field hockey team started where last year's team left off, with a 7-0-1 record...The girls' soccer team, captained by Eileen Chang and Rebecca Rogers, has a 2-4-1 record...Boys' soccer, led by Julien Bailly, Dave Chapman, and Poly Meng have started the season 3-2-3.

Swimmers Back From False Start

by Cara Moultrop

With the top swimmers returning this year, much was expected from the Lexington girls' swimming team, after two consecutive undefeated seasons and league titles. However, all thoughts of another undefeated season came to a sudden halt, and it came early. Opening the season against two of their top rivals, the Minutemaids fell short and lost both meets.

Despite the presence of experienced senior tri-captains Carissa Carter, Amy Seaquist, and Sarah Hartman, the Minutemaids were sluggish in their first meet against a strong Belmont team. Lexington was leading Reading until the last two events, but Reading pulled away to win the meet.

However, Lexington has won the last four meets and are on their way towards swimming up to their capabilities. Carissa Carter has been a powerful force with which to contend, competing in various events. An infusion of freshman talent, such as Sarah Calvin and Stephanie Carter, is stepping up and providing key points. With three more meets left until the end of the regular season, the Minutemaids still have time to regroup and aim towards the November 1 league meet.

Golf Ends Season on a Slide

by Ben Eastwood

There have been a revolving door of lineups this season in Coach Rick Thibeault's golf team. No two squads have been remotely similar. This has led to a slide that ended the Minutemen with a (2-7 or 3-6) final regular season record after starting 2-2.

Dave Oberto has been the mainstay for the golfers thus far, playing well at the number two slot, as well as a cameo appearance at one game due to the illness of Brad Grant, who is usually the top player. Seniors Grant and Ben Brearley have played well, with Brearley's pinnacle coming in the fourth match of the season, winning six out of nine points at the number two slot. Senior Craig Carlson has also been a strong contributor. This team has many excellent sophomore players including Oberto, Ari Vigoda, Tim Carlson, Spenser Nichols, Evan Harris and the sole female on the team, Madelyne Amundsen.

X-Country Runs Ahead of the Pack

by Betsy O'Neill and Carolyn Shank

Even though the Lexington girls' cross-country team suffered a tough loss to Belmont, they are still optimistic about their prospects for the league and state meets.

After last year's terrific season, in which the girls had the best finish in school history, much was expected of this team. The Minutemaids got off to a 4-0 start, including wins over both Watertown and Stoneham in their first two meets.

The mighty Minutemaids, headed by Coach Phil Crosby, trounced Watertown with a score of 20-43. Although Watertown claimed first place with a time of 20:14, senior tri-captain Kristen Johansson finished in a close second (20:15). Not far behind were the other tri-captains, Ellen Humphrey (20:37) and Sarah Day (20:47).

Sophomores Emily Wanderer and Lindsay Martin finished in fifth and sixth places, followed by soph Eleanor Finnegan. Junior Kate Waller, seniors Kathryn Manz and Chi-An Wang, and junior Carolyn Shank all completed the race before any other Watertown runners.

The meet against Stoneham, one of the best teams in the league, was not as easy. The girls came out on top with a score of 25-30. Again, an opposing runner placed first, but powerful tri-captains Humphrey, Johansson, and Day made up for it. Humphrey (20:01) was 0:16 behind the Stoneham runner. Three seconds behind her was Johansson, followed closely by Day.

"We all help each other," said Humphrey. "Three good runners are better than one amazing one."

by Aaron Adler and David Rosner

The Lexington boys' cross-country team has gotten off to a rousing start to their season, going 5-0 and defeating Watertown and league contender Stoneham.

At Watertown, senior tri-captains Aaron Adler, Tim Calvin, and Steve Hart guided the team to a solid victory, with the top eight spots held by Lexington team members. Freshman prodigy Ian "Gates" Joseph placed third, closely followed by senior David Head. Senior Peter Gelling, freshman Alex Pollen, and junior Josh Kessler rounded out the top eight that completed the perfect meet, 15-50.

One week later, in a nail biting home meet against Stoneham, Lexington claimed an upset victory 28-29. The victory was the result of intense competition between the two teams. During the meet, Lexington's emotions were running high because of last year's near victory over Stoneham, a meet many team members felt should have been won. Stoneham runners claimed the first two spots, but Lexington runners Adler (15:58), Calvin (16:11), and Joseph (16:22) were right behind Stoneham's heels, claiming the crucial 3,4,5 spots. Senior Will Ronco was a few steps behind with an integral 7th place finish. Dave Head grabbed 9th place. In a typical meet, the top five runners determine the winning team, but the two teams were dead even. The tie was broken when Gelling (17:18) crossed the finish line first.

Senior tri-captain Kristen Johansson sprints towards the finish line.

-photo by Matt Mendola

Varsity Scoreboard

as of October 16, 1996

Cross Country	Soccer
Boys'....6-0	Boys'....2-4-5
Girls'....5-1	Girls'....2-5-5
Field Hockey....10-2-1	Girls' Swimming....4-2
Football....2-2	Volleyball....11-0
Golf....2-6	